

GILL TREMLETT

SUPERVISORY SKILLS

TRAINING

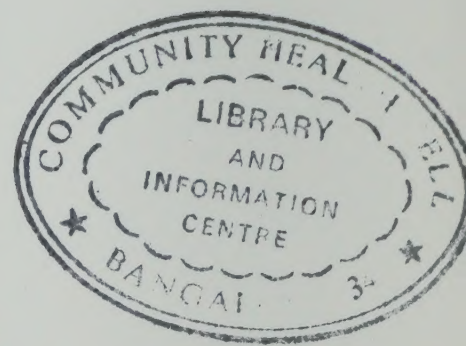


WORLD HEALTH ORGANIZATION



Programme for
Control of Diarrhoeal Diseases

11543
CPHE - C



TRAINING

CONTENTS

TRAINING



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CONTENTS

	Page
INTRODUCTION.	1
LEARNING OBJECTIVE	2
1.0 DESCRIBE THE TASKS WHICH WORKERS MUST LEARN TO DO.	3
Exercise A	5
2.0 SELECT APPROPRIATE TRAINING METHODS.	6
Exercise B	12
3.0 PLAN TRAINING.	14
Exercise C	18
4.0 CONDUCT TRAINING	20
Exercise D	22
5.0 EVALUATE TRAINING AND MAKE CHANGES TO IMPROVE IT	23
REMEMBER THIS ABOUT TRAINING.	25
ANNEX: For Use in Exercises C and D.	27
DEFINITIONS OF TERMS.	31

TRAINING

INTRODUCTION



Training is the process of helping people learn to do tasks. This father is training his son to harvest crops.

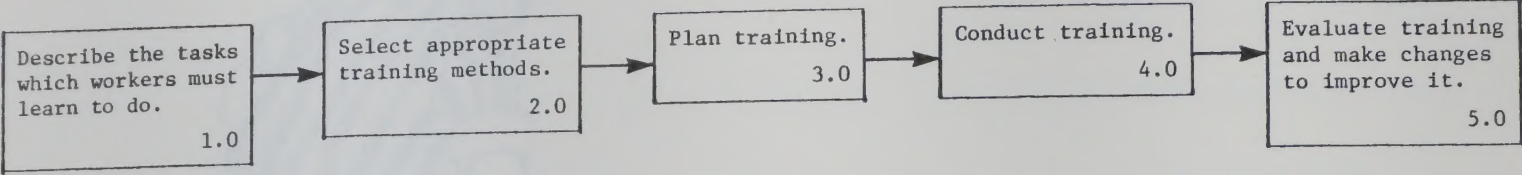
Learning new tasks, and training others, is a familiar part of life. Think about how you learned to swim, or cook, or write. Health care tasks can best be learned in much the same way. It is not always necessary to hear a long lecture or read a textbook; it is necessary to practice doing the tasks.

This module will help you plan and conduct training so that health workers will learn how to do the tasks of their jobs. As a supervisor, you may or may not be responsible for the first basic training that a worker receives for his job. But you will be responsible for noticing any problems the worker has on the job, and you will want to provide training if it is needed to solve those problems. For example, you may provide training to help a worker learn tasks that he did not learn in basic training. Or you may provide training if a worker forgets how to do a task.



LEARNING OBJECTIVE

The tasks involved in providing training are shown on the following chart. Questions considered as part of each task are listed below the chart. The information, examples and practice exercises in this module should prepare you to do these tasks in your own health area.



- | | | | | |
|--|---|--|---|---|
| <ul style="list-style-type: none">• WHAT TASKS DO THE WORKERS HAVE TO DO?• WHAT DO THE WORKERS ALREADY KNOW HOW TO DO?• WHAT TASKS ARE THEY UNABLE TO DO BECAUSE THEY DO NOT KNOW HOW?• HOW SHOULD EACH OF THESE TASKS BE DONE? | <ul style="list-style-type: none">• HOW CAN WORKERS BEST LEARN THE TASKS? | <ul style="list-style-type: none">• WHAT SHOULD HAPPEN IN THE TRAINING SESSION?• WHAT ARRANGEMENTS DO I NEED TO MAKE? | <ul style="list-style-type: none">• IS EACH WORKER PRACTICING THE TASKS CORRECTLY?• DO ANY WORKERS NEED EXTRA HELP?• HOW CAN HELP BEST BE PROVIDED? | <ul style="list-style-type: none">• WHAT ARE WORKERS STILL UNABLE TO DO, AND WHY?• HOW CAN I IMPROVE TRAINING IN THE FUTURE? |
|--|---|--|---|---|

1.0 DESCRIBE THE TASKS WHICH THE WORKERS MUST LEARN TO DO.

To plan training, first think about these questions:

- WHAT DO THE WORKERS HAVE TO DO IN THEIR JOBS? (This may be written on their job descriptions, or you may have to think carefully about what workers are expected to do each day.)
- WHAT DO THE WORKERS ALREADY KNOW HOW TO DO?
- WHAT ARE THE WORKERS UNABLE TO DO BECAUSE THEY DO NOT KNOW HOW?

The answer to the third question tells you what tasks the workers need to learn. These tasks should be listed carefully and precisely.

EXAMPLE Here is a list of tasks that might need to be taught to a nurse when oral rehydration (OR) therapy is first being used at a health facility.

- Prepare ORS solution.
- Assess signs of dehydration.
- Determine extent of dehydration and the appropriate treatment plan.
- Prevent dehydration according to Plan A.
- Treat diarrhoea with ORS according to Plan B.
- Refer cases of severe dehydration to the hospital.

SHORT-ANSWER EXERCISE

Think about the tasks that your health workers have to do in their jobs. Then list 2 or 3 tasks that the workers do not know how to do correctly:

Possible Answers: Your answers will be different from these, but here are examples of tasks that some workers in some places might not know how to do:

- Make a blood slide.
- Store vaccines properly.
- Give OR therapy.
- Teach mothers to mix ORS and give OR therapy.
- Give an injection with sterile techniques.
- Discuss benefits of breastfeeding with pregnant women.

You may have listed larger tasks (such as "Set broken bones") or smaller tasks (such as "Weigh babies"). This will depend on the size of the problems you see in your situation.

Notice that each task begins with a verb, such as "make," "give," "teach." Each verb makes clear what the action is that should take place.

When you have listed the tasks which workers do not know how to do, consider the question:

● **HOW SHOULD EACH OF THESE TASKS BE DONE?**

To answer the question, it will be helpful to list the steps involved in each task. A step is part of a task. Listing the steps of a task will help you plan how to teach the task. A list will help you remember all the steps and identify those which may be difficult for health workers to learn.

Also state how steps should be done. For example, you may want to describe the desired:

- manner (for example, "in a friendly tone of voice")
- quantity (for example, "1 litre")
- accuracy (for example, "to the nearest centimetre")
- speed (for example, "within 5 minutes")
- completeness (for example, "so that all spaces on the form are complete").

EXAMPLE A supervisor might list the following steps for the task, "Prepare ORS solution."

1. Wash hands.
2. Measure 1 litre of clean drinking water into a container.
3. Mix contents of ORS packet into water until completely dissolved. Use all the contents of the packet and use only one packet at a time.
4. Store ORS solution in a clean, covered pot. Any solution remaining at the end of the day should be thrown away.



EXERCISE A

In this exercise you will describe a task by listing the steps involved.

Suppose that a supervisor wants to train the nurses at his health centre to do the following task:

TASK: Give an injection of DPT vaccine.

In the space below, list the steps that you think would be involved in this task.

When you have finished this exercise, talk with the course facilitator.

2.0 SELECT APPROPRIATE TRAINING METHODS.

When you have described the tasks that need to be learned, the next question to answer is:

● HOW CAN WORKERS BEST LEARN THE TASKS?

Training methods are ways of helping people to learn. Think again about how you learned to write, or to cook, or to swim, or to do any other task. You were probably first given some instructions. Perhaps you then watched someone else do the task. Finally you tried doing it yourself. There were thus 3 basic ways that you learned:

- by receiving information,
- seeing an example, and
- practicing.

With each of these, you became more actively involved in learning and better able to do the task.

The table below shows some common training methods used to provide information, examples, and practice.

TO PROVIDE:	A TRAINER MAY USE SUCH METHODS AS THE FOLLOWING*:	IN WHICH THE LEARNER PARTICIPATES BY:
information	<div><div>- written or oral instructions</div><div>- reading assignments in text books or reference materials</div><div>- lectures</div></div>	hearing or reading
examples	<div><div>- demonstrations</div><div>- pictures or slides</div><div>- written examples</div><div>- films</div></div>	seeing
practice	<div><div>- role-play exercises</div><div>- supervised practice in real work situations</div><div>- written exercises</div></div>	doing

LESS
ACTIVE

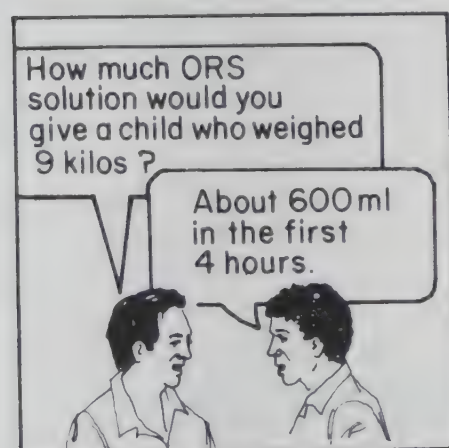
MORE
ACTIVE

*Refer to the "Definitions of Terms" at the end of the module for brief descriptions of any methods that are unfamiliar to you.

Training methods such as those listed in the middle column of the chart may be used in combination. They may be used in many settings: in the workplace, in courses like this one, or even in the traditional classroom setting. You may not need to use all 3 types of training methods to teach a task. For example, sometimes people do not need to be told how to do a task. They can simply watch it done and then try doing it themselves. The important thing is to ensure that the learner always has a chance to practice doing the tasks. Only then will you know if he can do the tasks on the job.

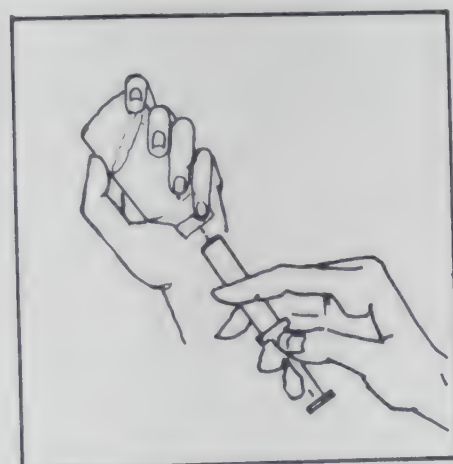
PRACTICE is always needed
to learn to do a task.

- If a task involves making a decision, then the learner will need to practice making that decision. Practice might involve describing a situation in which a decision must be made and asking the learner what he would decide.



- If a task involves communicating information, then the learner will need to practice that. He might be asked to practice giving the information in a role-play exercise.

- If a task involves a manual procedure, then the learner will need to practice doing that procedure. He might practice in a pretend situation (for example, he might practice giving an injection to an orange) and then in a closely supervised, real work situation.



The task should be practiced in a situation that is as similar to the job as possible.

Practice in a situation which
is like the JOB.

SHORT-ANSWER EXERCISE

For each task described below, check (✓) the practice situation which seems most like the job.

1. Task: Assess signs of dehydration.

Possible

- Practice: a. _____ The learner tells how he would assess the signs of dehydration.
- b. _____ The learner looks at pictures of children and says which ones seem dehydrated.
- c. _____ The learner examines a child while the supervisor watches. The learner then says how dehydrated he thinks the child is.

2. Task: Encourage pregnant women to come for prenatal care.

Possible

- Practice: a. _____ The supervisor pretends to be a pregnant woman and the learner role-plays encouraging her to come for prenatal care.
- b. _____ Several learners discuss ways to encourage pregnant women to come for prenatal care.

Answers:

1. Practice situation "c" is closest to the job. The other choices might be helpful in preparing the learner for practice situation "c."
2. Practice situation "a" is closest to the job. Practice situation "b" might be helpful earlier in the training session as a way of providing information.

2.1 WHEN CHOOSING TRAINING METHODS FOR PROVIDING INFORMATION, EXAMPLES, AND PRACTICE, CONSIDER THE HEALTH WORKERS TO BE TRAINED.

Training methods appropriate for the workers will depend on:

- languages spoken by the health workers
- their reading ability in various languages
- their ability to understand drawings and symbols
- past learning experiences which may have affected their attitudes toward training methods (For example, are they used to learning by watching others or hearing stories?)
- their personalities (For example, are they shy or outgoing? Can they accept suggestions for improvement from each other?)

Also consider the number of people you will train at one time and the differences in skills they are likely to have.

EXAMPLE Community health workers can read their local language but cannot read the language in which the country's health training materials are written. Thus, it would be better to show them and tell them how to do a task than to give them materials to read. Nurses who can read well, however, might like to learn from written materials.

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2.2 PLAN TO USE METHODS AND MATERIALS THAT WILL EFFECTIVELY PROVIDE THE NECESSARY INFORMATION, EXAMPLES, AND PRACTICE AT THE LOWEST COST IN TIME AND MONEY.

Consider:

- time necessary for you to prepare to use methods
- time and money required to develop any necessary materials or obtain any necessary equipment and supplies
- number of times materials, equipment, and supplies will be used again
- time required for learners during training

SHORT-ANSWER EXERCISE

For the situation below, check the method that will provide the necessary information, example, or practice at the lowest cost in time and money.

Health centre workers are to be trained to give OR therapy. They need information on what to tell mothers when their children are being treated.

- _____ Give the learners a list of the messages to tell mothers and ask them to memorize it during training.
- _____ Discuss each message with the learners. Then put a large poster showing the messages on the wall so learners can look at it during training and on the job.
- _____ Develop a self-instructional lesson which includes the messages to give mothers and written exercises for the learner to do.

Answers:

- a. No check. It may take a lot of time for learners to memorize the messages, and they may forget them soon after training.
- b. ✓ This method would be effective and would not be costly. It would be good to discuss each message, so that learners understand them. By referring to the poster during practice and on the job, learners will naturally memorize the messages. If mothers can read, the poster will help them too. (Note: The poster might be called a "job aid," that is, an aid which makes a job easier to remember and do.)
- c. No check. It would take much time to write, try out, revise, type, and copy a good self-instructional lesson. Written exercises may help the learner memorize the messages, but again, it would be just as good for them to learn the messages by looking at the poster many times.



EXERCISE B

In this exercise you will describe good methods for providing information, examples, and practice in a given situation. When everyone has finished the exercise, there will be a group discussion of the usefulness of various training methods in your own situations.

1. Read the information below:

A supervisor wants to train 3 community health workers in his area to do several tasks. These workers have been chosen by their villages. They can read and speak the same language as the supervisor.

The supervisor has asked the community health workers to come to the health centre for training. The training session will last for one day. The supervisor does not have much money for training materials.

Here is one of the tasks to be taught:

Task: Assess a patient who has diarrhoea.

- Steps:
1. Ask about diarrhoea, vomiting, thirst, and urine.
 2. Look at the patient's general condition, tears, eyes, mouth and tongue, and breathing.
 3. Feel the skin, pulse, and fontanelle (in infants).
 4. Take the patient's temperature.
 5. Use the assessment chart to decide if the patient:
 - has no signs of dehydration
 - has some dehydration
 - has severe dehydration
 - has signs of any other serious problems.

(Note: The community health workers do not have weighing scales, so they will not weigh patients.)

2. In the space provided, describe the training methods you would use to help the community health workers learn to assess a patient with diarrhoea.

- What training methods would you use to provide the necessary information?

- What training methods would you use to provide examples?

- What training methods would you use to provide practice?

When you have finished this exercise, talk with the course facilitator.

3.0 PLAN TRAINING.

To plan a training session, you need to ask yourself:

- WHAT SHOULD HAPPEN IN THE TRAINING SESSION?
- WHAT ARRANGEMENTS DO I NEED TO MAKE?

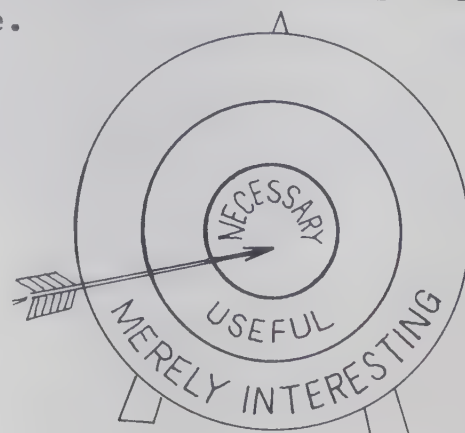
3.1 PLAN WHAT WILL HAPPEN IN THE TRAINING SESSION.

Here are several general suggestions for the order of a training session:

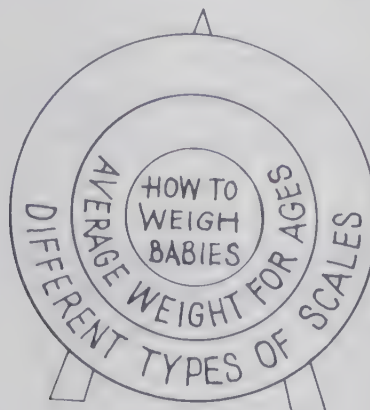
- At the beginning of training, always tell the learners what tasks they will learn and why they need to learn them. Then they will know what they are trying to achieve. Describe the practice situations in which they will show you they can do the tasks.
- Always provide any information or examples necessary to do a step or task before asking the learner to practice the step or task.
- After each practice exercise, give the learner feedback; that is, tell him what he has done well and give him suggestions on how to do better.
- Allow the learner to practice a whole task until he can do it correctly.

There are no firm rules for the order of events in a training session. For example, you may decide to demonstrate a task at the very beginning of a session so that learners can first see what they will be learning to do. This may increase their interest when you later give information on the task. On the other hand, if a task is not easy to demonstrate or would be confusing without some explanation, you would want to begin by providing information rather than demonstration.

Consider what skills or information the workers already know when planning what to include. Avoid including information, examples, or practice which the worker already knows or which are not necessary for the worker to do the task. These may bore the worker or distract him from learning what is really important. They may also waste limited time.



EXAMPLE A health centre has just received a scale for weighing babies. The nurses do not know how to use the scale. On the picture below, you can draw an arrow to show where the supervisor should aim information, examples, and practice:



Some supervisors will want to write down their plans for training; others may be able to remember their plans without notes, or with very few notes.

EXAMPLE A health area supervisor wanted to train 4 health workers at a rural health centre to manage suspected malaria cases. He had described the task as follows:

Task: Manage a suspected malaria case.

- Steps:
- a. Record the date and the name, age, and sex of the person on the form for suspected malaria cases.
 - b. Number a slide.
 - c. Record the number of the slide on the form for suspected malaria cases.
 - d. Clean the person's fingertip with cotton moistened with alcohol.
 - e. Dry the finger with clean cotton.
 - f. Prick the fingertip with a sterile lancet.
 - g. Touch the surface of a clean slide to a drop of blood and move the slide to make a smear. The slide should only touch the blood, not the person's finger. The smear should not be too thick; you should be able to read small newspaper type through the centre portion.
 - h. Lay the slide on a flat surface until the blood has dried.
 - i. Start treatment according to health centre procedures.

--continued

- j. Explain how malaria is spread and how to avoid getting bitten by mosquitoes.
- k. Send the slide and form to the laboratory.

Since the supervisor had never taught this task before, he wrote down what he wanted to happen in the training session. This is what he planned to do (though his own notes were somewhat less detailed):

1. Give all the learners a written statement of the task they will learn and the steps involved. Describe how they will practice the whole task at the end of training.
2. Show and tell the learners how to complete the form for suspected malaria cases and number a slide.
3. Ask a learner to pretend to be a suspected malaria case. Show the learners how to make a slide (steps d through h), explaining each step as it is done.
4. Have the learners practice making slides of each other's blood. Then give learners feedback on the way the slides were made.
5. Have learners discuss possible messages to tell patients about spread of malaria and ways to avoid mosquito bites. Give learners a summary list of the basic messages.
6. Ask a learner to pretend to be a suspected malaria case. Tell him the messages while the other learners watch.
7. Have learners practice telling each other the messages. Give feedback on their practice.
8. Allow the learners to practice the whole task (steps a - k) as many times as they wish. Give them feedback. When they have done the whole task correctly, then they can take a break.

Notice that the supervisor included information, examples, and PRACTICE in his plans. He did not include any extra, unnecessary information, examples, or practice.

3.2 ARRANGE FOR ANY EQUIPMENT, SUPPLIES, OUTSIDE PEOPLE, OR TEACHING AIDS NEEDED

You may need equipment or supplies for use in practice. Or you may need to invite mothers or children from the community to participate in role plays. Sometimes you may also need to prepare special aids for teaching the task. These could include aids for you (the trainer) and aids for the learner.

Examples of aids for the trainer are:

- notes on what to say
- lists of things to look for when observing learners practice.

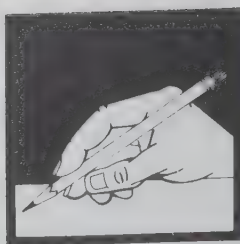
Examples of aids for the learner are:

- posters showing steps to be learned
- lists of the steps involved in tasks
- written instructions.

EXAMPLE Here is what the supervisor needed for the training session on managing suspected malaria cases:

- 4 lists of the steps involved in managing a suspected malaria case
- cotton
- alcohol
- 10-12 sterile lancets
- 10-12 clean slides (They can be cleaned and used again after training.)
- pencil for numbering slides
- 6-8 forms for suspected malaria cases
- a bottle of chloroquine tablets (Learners will not really take these.)
- 4 lists of messages about malaria





EXERCISE C

In this exercise you will plan a training session.

1. Read the information below:

The nurse at a rural health centre has already learned how to assess signs of dehydration, mix ORS solution, and treat diarrhoea with OR therapy. The supervisor now wants to teach the nurse to do Treatment Plan A, which is, basically, teaching a mother how to care for her child with diarrhoea at home so that the child will not become dehydrated.

Task that the nurse will be trained to do:

Teach a mother to care for a child who has diarrhoea but is not dehydrated.

Steps: The steps are listed on Treatment Plan A on the **DIARRHOEA TREATMENT CHART**.

All of the steps in the plan should be done slowly and patiently. The mother should be encouraged to ask questions.

2. Pretending that you are the supervisor who wants to train the nurse, use the following page to plan your training session. You may plan to use any materials or other people in the room. In the Annex of this module, there is an extra copy of Treatment Plan A. There is also information from the card for mothers titled "How to Treat Diarrhoea at Home."

- A. Think about appropriate methods for providing the necessary information, examples, and practice to the nurse. Then, in order, describe what you want to happen in the training session. Remember to begin by telling what task will be learned and why, and to end with feedback to the nurse.

- B. List any equipment, supplies, people, or training aids needed for the training session:

When you have finished this exercise, talk with the course facilitator.

4.0 CONDUCT TRAINING.

Before training, review your plans and organize your materials.

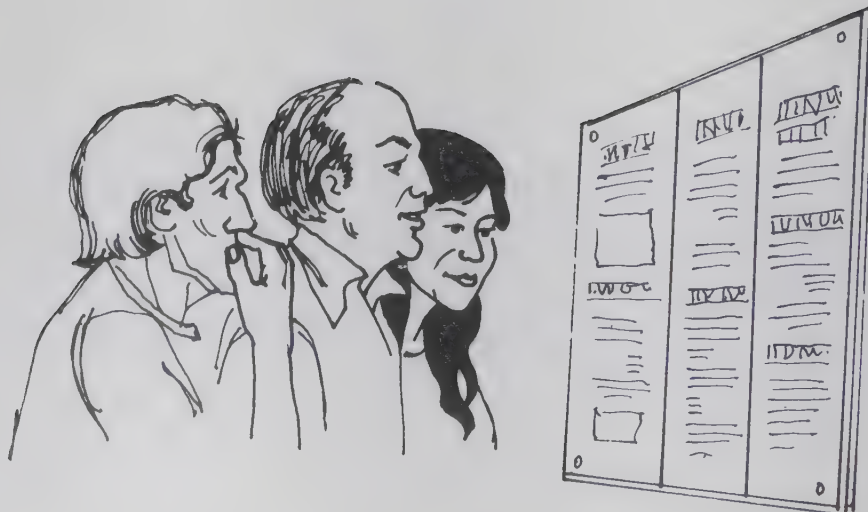
During training, be sure to give learners individual attention. Ask yourself such questions as:

- IS EACH WORKER PRACTICING THE TASKS CORRECTLY?
- DOES ANY WORKER NEED EXTRA HELP?
- HOW CAN HELP BEST BE PROVIDED?

You may need to adjust plans for individual workers (for example, especially slow or fast learners).

SHORT-ANSWER EXERCISE

Suppose that a supervisor is training several community health workers to provide OR therapy. One worker is having difficulty using the chart to figure out how much ORS solution to give. The other 2 workers have already learned how to do that. How could the supervisor handle the situation? Write your answer below:



Possible Answers: The supervisor could give extra help to the worker who is having difficulty while the other 2 workers practice telling each other messages about feeding children during diarrhoea. Or the 2 faster learners could help the slower learner if they will do it in a supportive way. You may have other good answers.

After each practice exercise, give each learner feedback, that is, tell him what he has done well and give him suggestions on how to do it better. It is important to do this in a positive, encouraging way.

Always give feedback after practice.

After each exercise in this module you have received feedback. Sometimes feedback has been written in the module itself. Sometimes your course facilitator has given you feedback. We hope it has always been encouraging.

SHORT-ANSWER EXERCISE

Suppose that a nurse is learning to manage suspected malaria cases. She has just practiced the whole task. She did most of the task well, but she forgot to number the blood slide and write that number on the form for suspected malaria cases. Check the statements below that would be helpful and encouraging feedback:

1. _____ "You forgot 2 important steps of the task. You will have to do it again."
2. _____ "That was a very good slide that you made. And you remembered all the messages to tell the patient. But you did forget 2 steps. Can you think of them now? Look at your list of steps if you need to."
3. _____ "You made a good slide. But all of your work will be wasted if you forget to number the slide!"
4. _____ "You made an excellent slide and explained things to the patient very well. But how is the lab going to know whose blood that is?"

Answers:

1. No check. The feedback does not say what was done well. Nor does it say how the learner can improve.
2. ✓ This feedback is especially good since it asks the learner to think of his own mistakes.
3. No check. This feedback is better than the feedback in item 1, since it says one thing that was done well. But it seems unnecessarily negative to say that all is wasted.
4. ✓ Again, this feedback says what was done well and asks the learner to see his own mistake.



EXERCISE D

In this exercise, you will participate in a role-play of the training session planned in Exercise C. This will allow you to practice or observe the skills involved in conducting a well-planned training session.

Your course facilitator will tell you what role you will play. After the role-play there will be a group discussion of how the training session was conducted.

When you are ready to begin this exercise, tell the course facilitator.

5.0 EVALUATE TRAINING AND MAKE CHANGES TO IMPROVE IT.

The best way to know if training has been effective is to see if learners can do the tasks that were taught when they return to their jobs. This process is described in Monitoring Performance. After monitoring you will want to ask yourself:

- WHAT ARE THE WORKERS STILL UNABLE TO DO, AND WHY?
- HOW CAN I IMPROVE TRAINING IN THE FUTURE?

If learners can do the tasks that were taught, then training can be considered successful. (But you should continue to observe the learners' work so that you will know if they forget how to do any tasks.)

If learners cannot do a task on the job, then you need to find out why they cannot. It may be that training was not adequate for them to learn the task. Or there may be other problems (for example, lack of time, lack of equipment, dislike of the task). If it seems that training was not adequate, find out exactly what steps are being done wrong so that you can focus on those steps (or those types of steps) more closely in your next training session.

Use results of evaluation
to IMPROVE TRAINING.

SHORT-ANSWER EXERCISE

Suppose that a supervisor taught 2 nurses to give measles immunizations. The training session included much practice in giving injections (first to oranges, and then to children while the supervisor watched). At the end of the training session, the supervisor gave the nurses a list of messages to tell mothers about measles and measles vaccine and told them to use it.

The nurses said the training session was very helpful and had no suggestions for improvement. Later, however, the supervisor noticed that the nurses were not telling all the mothers the messages about measles and measles vaccine. They only gave the messages when the mothers asked questions. How could the supervisor improve his training session on measles immunizations in the future?

Possible Answer: The supervisor could have the learners practice telling each other the messages about measles and measles immunization. The supervisor could also stress that all mothers should be given these messages when their children are immunized. You may have more good ideas for improvements.

Note: Since the supervisor did not explain how to use the messages in training, it is fair to assume that better training is needed. But it is possible that better training will not cause the nurses to give the messages correctly. If so, then the supervisor will need to see if the nurses are too busy or do not want to give messages.

REMEMBER THIS

ABOUT TRAINING

- Training should always include practice of tasks, in a situation that is as similar to the job as possible.
- Before practice of the task, learners should receive any necessary information and examples.

TO PROVIDE:	A TRAINER MAY USE SUCH METHODS AS THE FOLLOWING:	IN WHICH THE LEARNER PARTICIPATES BY:
information	<ul style="list-style-type: none"> - written or oral instructions - reading assignments in text books or reference materials - lectures 	hearing or reading
examples	<ul style="list-style-type: none"> - demonstrations - pictures or slides - written examples - films 	seeing
practice	<ul style="list-style-type: none"> - role-play exercises - supervised practice in real work situations - written exercises 	doing

LESS
ACTIVE



MORE
ACTIVE

- Learners must receive feedback on their practice in order to know how well they are doing a task and how they can improve.
- Evaluate training by watching learners do tasks on the job. If they still cannot do a task, find out why. Use the results of evaluation to improve training.

ANNEX

FOR USE IN EXERCISES C AND D

TREATMENT PLAN A

TO PREVENT DEHYDRATION

EXPLAIN TO THE MOTHER HOW TO TREAT DIARRHOEA AT HOME FOLLOWING THREE RULES:

1. GIVE YOUR CHILD MORE FLUIDS THAN USUAL, such as:
 - rice water, fruit juice, weak tea, or salt and sugar solution and
 - breast milk, or milk feeds mixed with equal amounts of water.
2. GIVE YOUR CHILD FOOD:
 - as much as he wants
 - 5 to 7 times a day
 - which is easy to digest
 - which contains potassium.
3. WATCH FOR SIGNS OF DEHYDRATION. (You must show the mother how to ASK, LOOK, AND FEEL for the signs. Then ask her to show you.)
BRING YOUR CHILD BACK, IF:
 - you see any signs
 - your child has diarrhoea for another two days.

TELL THE MOTHER THAT THESE RULES ARE IMPORTANT. EXPLAIN THAT SHE CAN PREVENT DIARRHOEA, IF:

- she gives her child fresh, clean and well-cooked food and clean drinking water
- she practices good hygiene.

SHOW THE MOTHER HOW TO PREPARE AND GIVE ORS SOLUTION AT HOME, IF:

- her child has been on Plan B
- it is national policy to give ORS solution to all children who visit a health centre for diarrhoea treatment
- the mother cannot come back if the diarrhoea gets worse.

GIVE THE MOTHER ENOUGH ORS PACKETS FOR 2 DAYS.

AFTER EACH LOOSE STOOL, TELL HER TO GIVE:

- 50 - 100 ml (1/4 - 1/2 cup) of ORS solution for a child less than 2 years old
- 100 - 200 ml for older children. Adults can take as much as they want.

If the child vomits, tell her to wait 10 minutes and then continue slowly giving small amounts.

NOTE: Children being given ORS solution should not also receive salt and sugar solution.

HOW TO TREAT DIARRHOEA AT HOME

1. AS SOON AS DIARRHOEA STARTS, GIVE YOUR CHILD MORE FLUIDS THAN USUAL, for example:
 - rice water, fruit juice, coconut water, weak tea, soups or salt and sugar solution and
 - breast milk, or milk feeds which you mix with equal amounts of water.
2. GIVE THE CHILD FOOD:
 - as much as he wants
 - 5 to 7 times a day
 - which is easy to digest, for example, boiled rice, porridges, soups, eggs, fish and well-cooked meat
 - which contains potassium, for example, pineapple and bananas
3. LOOK AND FEEL FOR THE SIGNS OF DEHYDRATION. HERE ARE SOME OF THEM:
 - greater thirst
 - dark urine
 - unwell, sleepy or irritable condition
 - sunken eyes
 - sunken soft spot on the top of the head
 - a pinch of skin goes back slowly

TAKE YOUR CHILD BACK TO THE HEALTH CENTER OR COMMUNITY HEALTH WORKER, IF:

 - you see any of these signs
 - your child has diarrhoea for another 2 days
4. YOU CAN PREVENT DIARRHOEA, IF:
 - you give your child fresh, clean and well-cooked food and clean drinking water
 - you practice good hygiene.

DEFINITIONS OF TERMS

- * Demonstration - showing someone how to do a task.
- Evaluate - to find out what was achieved and why. In training, you want people to learn to do tasks; to evaluate training, you must see if they can do the tasks on the job.
- Feedback - as used in this module, information given to a learner about how he has done a practice exercise.
- * Job Aid - a tool such as a checklist, chart, or poster, which is used on the job to help a person do his work correctly.
- Job description - a general description of what a worker is expected to do in his job.
- * Lecture - a familiar training method in which the instructor talks about the task or subject to be learned.
- Manual procedure - a procedure which involves use of the hands. For example, giving an injection or inserting a nasogastric tube are tasks which require manual procedures.
- Monitor - to observe work or progress on a continuing basis. To monitor the work of health staff means to watch them work and see what they do correctly or incorrectly.
- * Role-Play - a training activity in which learners play the parts of different people involved in their work. For example, in a role-play about immunization tasks, learners might play the parts of health workers and mothers.
- * Self-instructional lesson - written lessons which a learner can use on his own. Self-instructional lessons usually have practice exercises and answers which allow the learner to check his own work.
- Step - a part of a task. For example, if a task is "Prepare ORS solution," then a step of that task may be "Measure the correct amount of water."

*A star is beside each training method defined.

* Supervised Practice - practice of a task (usually in real work situations) while a supervisor watches carefully.

Task - something that must be done as part of a job. There are tasks which have many steps (for example, "Treat diarrhoea according to Plan B"). And there are tasks which have fewer steps (for example, "Prepare ORS solution").

Training - the process of helping people learn how to do specific tasks.

Training methods - ways of helping people to learn. Training methods include ways of providing information, examples, and practice. Each training method defined in this list has a star (*) beside it.

*A star is beside each training method defined.

